



Chambersbury Primary School History Curriculum Statement

This document sets out the purpose of History, how it is taught across the school, and how we evaluate its impact.

Intent

- We want pupils to develop a secure understanding of Britain's past and the wider world, and how these stories connect.
- We want pupils to think like historians: ask good questions, weigh evidence, and explain their reasoning clearly.
- We want pupils to build a strong sense of chronology, placing periods and events in order and making links across time.
- We want pupils to understand and apply key historical concepts such as cause and consequence, change and continuity, similarity and difference, and significance.
 - We want pupils to understand that history is constructed from sources and interpretations, and learn how evidence supports claims.
- We want pupils to develop precise historical vocabulary and communicate confidently through discussion and writing.

Implementation

- History is taught through enquiry questions, with each unit building towards a final outcome that answers a meaningful 'big question'.
- Units are sequenced so pupils revisit and build on core concepts and a developing chronological framework across the school.
- There is a balance of local, British and world history, alongside opportunities to deepen understanding of key periods and themes.
- Planning separates what pupils learn (substantive knowledge) from how pupils learn to work like historians (disciplinary knowledge).

Chronology

- Chronology is revisited throughout units through class timelines, vocabulary (e.g., decade, century, BC/AD/CE), and 'where does this fit?' questions.
 - Pupils are supported to connect new learning to prior periods, spotting change, continuity and links over time.

Sources and interpretation

- Pupils regularly work with a range of sources (objects, photographs, accounts, extracts, diagrams, maps).
- Teachers explicitly teach pupils to use evidence to support claims and to recognise where evidence is limited or uncertain.
- Pupils learn that historians can interpret the past differently and practise explaining why accounts may vary.

Vocabulary and knowledge progression

- Subject vocabulary is planned and revisited. Vocabulary is taught explicitly, rehearsed orally, and applied in context.
- Progression is supported through age-appropriate 'I can' statements that clarify what success looks like in each unit.

Inclusion and adaptation

- Key vocabulary and background knowledge are pre-taught where needed, using visuals and concrete examples.
 - Sources are adapted thoughtfully (for example, shorter extracts, glossaries, adult support for reading) without reducing historical thinking.
- Recording demands are adjusted so pupils can show understanding (for example, oral responses, scribing, structured templates, diagrammatic outcomes).
- Scaffolds such as timelines, concept organisers, talk frames and sentence stems support independence and are gradually reduced.

Assessment

- Assessment is mainly formative and aligned to the unit enquiry and intended outcomes.
- Low-stakes checks (quizzes, timeline tasks, vocabulary checks, source questions) inform reteaching and support retention.
 - End-of-unit outcomes provide a clear checkpoint for knowledge, vocabulary and historical thinking.

Impact

- Pupils can place key learning on a timeline and use chronological language appropriately.
- Pupils use historical vocabulary accurately and explain ideas clearly in talk and writing.
- Pupils can answer an enquiry question using knowledge and evidence from sources, not just opinions.
 - Pupils explain historical concepts (cause and consequence, change and continuity, similarity and difference, significance) with increasing sophistication through KS2.
 - Books show progression from supported recounts and descriptions to structured explanations and arguments.
- Pupils show curiosity about the past and can make respectful links between different societies and experiences.

Evidence Map

What we do (Implementation)

Enquiry-led units with sequenced questions and clear outcomes.

Explicit work on chronology using timelines and period markers.

Regular retrieval of prior learning and vocabulary.

Planned use of sources and interpretation in lessons.

Consistent scaffolds and adaptations to support access for all pupils.

What we see (Impact)

Pupils can construct an answer that uses knowledge and evidence.

Pupils locate events/periods and explain what came before/after.

Pupils retain key knowledge and make links across units.

Pupils refer to sources and explain how evidence supports claims.

All pupils can engage in the same historical thinking, with appropriate adjustments to recording.

How we know (Evidence)

Book looks, end-of-unit outcomes, pupil voice.

Timeline tasks, quizzes, pupil interviews.

Low-stakes quizzes, starter tasks, teacher assessment notes.

Work samples, observed discussions, source-based tasks.

Planning samples, work scrutiny across groups, SEND review/teacher feedback.